San José State University
Department of Psychology
PSYC 184, Sect. X, Directed Readings
Fall, 2021

Instructor: Dr. Steven A. Del Chiaro
Office Location: DMH 352
Email: steven.delchiaro@sjsu.edu
Office Hours: TBD
Class Days/Time: TBD
Classroom: Online – Zoom (See Canvas for zoom link)

Course Description

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people’s experiences of love, work, and play. The purpose of this course is to provide students with an introduction to positive psychology-- the scientific study of happiness and those things that make life most worth living. This course will review the core concepts, topics, research, basic interventions, and real-world applications of positive psychology. Material will be presented through scholarly journal articles, book chapters, video clips, and didactic lectures.

Course Format - Technology Intensive Online Course

This course will be an on-line synchronous course meeting TBD. All course materials are accessible through the LMS (canvas). This course adopts an online classroom delivery format. It requires internet connectivity and access to a computer with a camera and microphone, as well as, and Microsoft Word and the ability to convert a word document to PDF format.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas Learning Management System course login website. You are responsible for regularly checking with the messaging system through canvas to learn of any updates. Announcements are regularly sent through canvas. For help with using Canvas see Canvas Student Resources page.

Course Goals

The two goals of the course are to provide students with a broad understanding of positive psychological and develop critical thinking skills applicable to the study of behavior.

Course Learning Outcomes (CLO)

After completion of this course, students should be able to:

- Describe key concepts, principles, findings, and controversies in the emerging field of positive psychology.
- Apply scientific reasoning to demonstrate an understanding of research methods employed in positive psychology.
- Critically examine empirical research claims in contemporary positive psychology.
Apply positive psychology principles to build effective interpersonal relationships
Communicate first-hand experiences with positive psychology activities and how positive psychology is relevant to your personal and professional life

Required Texts/Readings


Library Liaison

Bailey, Christa
Phone: 408-808-2422
Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Quizzes:
Complete the assigned quizzes on Canvas. You have to complete a quiz for each of the chapters on the syllabus. There is a time-limit of 10 minutes; once you start you have 10 minutes to complete. No starts and stops and coming back hours or days later. There are NO MAKE-UPS on quizzes (NO EXCEPTIONS). You must do them during the time period they are assigned. Check Canvas for assigned times. Quizzes are due before class. You will take 10 quizzes throughout the semester and each quiz is worth 10 points for a total of 100 quiz points for the semester.

Get to Know a Positive Psychologist:

Conduct some background research on your assigned contributor to Positive Psychology, perhaps by locating their department website and some of their papers, which you should familiarize yourself with. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 5-10 minute informal presentation on that figure.

Personal Project:

Chose to either: (1) Develop a regular mindfulness practice, (2) develop a regular yoga practice, (3) use an app related to positive psychology regularly, or (4) embark on a no-shopping practice, or (5) commit to spending time regularly in nature. Write a critical, scholarly report on your experience.

(1) Develop a regular mindfulness practice.
Strive to practice mindfulness on a regular basis (e.g., 10-20 minutes a day). Helpful resource: [https://www.youtube.com/watch?v=3nwwKbM_yJe](https://www.youtube.com/watch?v=3nwwKbM_yJe)

(2) Develop a regular yoga practice. Strive to practice yoga on a regular basis (e.g., 2-3 times a week for about an hour) either through formal classes or home practice.

(3) Use an app related to positive psychology regularly. Choose one of the myriad apps available related to increasing well-being. Strive to use it regularly (e.g., 10-20 minutes a day or according to its timeline (e.g., some have 21-day or 30 day challenges).
(4) Embark on a no-shopping practice. Strive to buy as little as possible over the course of the semester. See: https://www.nytimes.com/2017/12/15/opinion/sunday/shopping-consumerism.html

(5) Commit to spending time regularly in nature. Strive to spend time in nature either on a daily basis for a short time, or longer chunks of time 2-3 times/week. Resource: https://www.fs.fed.us/pnw/about/programs/gsv/pdfs/health_and_wellness.pdf

For one of (1)-(5), document your experience as you go, recording your time investment, lapses, and responses. Write a critical, scholarly report on your experience in 500-1,000 words, supported by references from the scientific literature.

**Structure for Assignments**

1. Your papers need be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. More than five spelling or grammatical errors will result in points deducted from final grades. More than ten will result in a zero (0). I encourage you to have your paper proof read.

3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.

4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition, you must include Name, Course, Course Number, Semester/Year, and Due Date.

5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 4th Edition, which is available in the library, the campus bookstore, and on-line.

6. Papers should be completed in APA Format. https://owl.english.purdue.edu/owl/resource/560/18/

7. See Canvas for Grading Rubrics

**Paper will be submitted through canvas for turn it in.**

**Grading Information**

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10x10 pts</td>
<td>100</td>
</tr>
<tr>
<td>Getting to know a Positive Psychologist</td>
<td>50 pts</td>
<td>50</td>
</tr>
<tr>
<td>Personal Project</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Total possible points</td>
<td></td>
<td>250</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the grading table:

A score greater than 187.5 will result in Credit, a score below will be No Credit.
Classroom Protocol

It is strongly encouraged that students exchange contact information with at least five classmates. When emailing the professor, please be mindful to do some research before emailing me with your questions. The answers to most of the questions you have are usually found within the syllabus. If it is not, I will be more than happy to help, however; if it is an answer that can be found in the syllabus, the email sent will not receive a response. Please indicate on the subject line of the email: class date and time.

Syllabus Policy

The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce possible changes of the syllabus in advance. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

Attendance

I will not be taking attendance. You are adults and need to make your own decisions. Please realize that your decisions have consequences (If this makes no sense to you then you need to enroll in Psychology 155 Human Learning, because you will understand through operant conditioning that behaviors have consequences!). Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course if they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. I do have a small portion of your grade based on participation, tardiness can affect your grade. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time.

Classroom courtesy and disruptions:

Class disruptions are not tolerated. Students will removed from class if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to not paying attention (e.g., reading the newspaper, sleeping), tuning off video, etc. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being distracting on Zoom ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Complete “Introduction to course” module in Canvas for Netiquette standards.

Zoom Privacy Policies for Students

- Instructors can use Zoom to record class sessions.
- If an instructor uses Zoom to record a class session, Zoom provides audio and visual indicators to inform you when the recording starts, stops, is in progress, and is paused/un-paused.
- You may not yourself record a class session.
- Links to class session recordings, if available, will be posted in the Canvas course webpage.
- Links to Zoom class session recordings will be removed at the end of the academic term.
• Links to Zoom class sessions will not be shared beyond students enrolled in the course unless the instructor has obtained written consent from recording participants and has removed non-consenting participants so that they are unidentifiable.

You may not disclose the link to/URL of a class session recording, or copies of recordings to anyone, for any reason. It is available to your class only.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that
students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

University Resources
SJSU offers many resources to students for basic needs. Talk to me, or visit the website: https://www.sjsu.edu/sjsucares/
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignments and Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 20</td>
<td>Class business/Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>August 27</td>
<td>Humanistic Theory</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>September 3</td>
<td>Existential Theory</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 10</td>
<td>Chapters 1: Eastern Perspectives</td>
<td>Quiz 1 Due</td>
</tr>
<tr>
<td>5</td>
<td>September 17</td>
<td>Chapter 2: Western Perspectives</td>
<td>Quiz 2 Due</td>
</tr>
<tr>
<td>6</td>
<td>September 24</td>
<td>Chapter 3: Classifications and Measures</td>
<td>Quiz 3 Due</td>
</tr>
<tr>
<td>7</td>
<td>October 1</td>
<td>Chapter 4: The Role of Culture</td>
<td>Quiz 4 Due</td>
</tr>
<tr>
<td>8</td>
<td>October 8</td>
<td>Chapter 6: Principles of Pleasure</td>
<td>Quiz 5 Due</td>
</tr>
<tr>
<td>9</td>
<td>October 15</td>
<td>Chapter 7: Emotional Experiences</td>
<td>Quiz 6 Due</td>
</tr>
<tr>
<td>10</td>
<td>October 22</td>
<td>Chapter 9: Wisdom &amp; Courage</td>
<td>Quiz 7 Due</td>
</tr>
<tr>
<td>11</td>
<td>October 29</td>
<td>Chapter 10: Mindfulness, Flow, &amp; Spirituality</td>
<td>Quiz 8 Due</td>
</tr>
<tr>
<td>12</td>
<td>November 5</td>
<td>Chapter 11: Empathy and Egotism</td>
<td>Quiz 9 Due</td>
</tr>
<tr>
<td>13</td>
<td>November 12</td>
<td>Chapter 12: Attachment, Love, &amp; Flourishing</td>
<td>Quiz 10 Due</td>
</tr>
<tr>
<td>14</td>
<td>November 19</td>
<td>Chapter 15: Religion, Spirituality, &amp; Well-Being</td>
<td>Getting To Know Due</td>
</tr>
<tr>
<td>15</td>
<td>November 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>December 3</td>
<td>Presentation</td>
<td>Personal Project Due</td>
</tr>
<tr>
<td>Final</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>